

# Unit Planning Guide: Grade 3 Unit 9 of 9

Unit Title: Poetry: The Voices and Images of Our World	Pacing (Duration of Unit): 5 weeks 35-39
Grade: 3	Buffer Day(s):5

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

**RF.3.4 Read with sufficient accuracy and fluency to support comprehension.**

**RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

**RF.3.4c Use context to confirm or self-correct wrd recognition and understanding, rereading as necessary.**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator of those of the characters.

**MA.ELA.RL.3.8a Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia)**

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

W.3.2b Develop the topic with fact, definitions, and details.

W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section

**MA. ELA.W.3.3a Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration,**

#### WiDA Standards (ELL)

##### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

onomatopoeia, rhyme) are key elements.

SL3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting detail of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.5 Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.**

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)**

**L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)**

### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

#### Big Ideas:

- Poetry is an expression of ideas and emotions written in a relatively short, concise format or structure.
- Poetry looks and sounds different from prose in many ways.
- Poets use different literary devices to create meaning, imagery, and mood.
- We read poetry closely to look for images and sounds in order to understand the meaning of the poem.
- Poetry can be interpreted in different ways based on our knowledge and experiences.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is poetry?
- How is poetry different from prose?
- How do images or sounds help us understand the meaning of a poem?

### Acquisition (\*Mostly assessed through traditional summative assessments)

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The differences and similarities between poetry and prose.
- The importance of reading closely words, lines, and stanzas as a way to understand a poem's meaning.
- The poetic devices of rhythm, rhyme, alliteration, and onomatopoeia that create sound imagery.
- How the literary devices of simile and metaphor create visual imagery.
- The value of reading and rereading poems to understand a poem's meaning and connect to the feelings of the poet about the topic.

**Key Academic Vocabulary**

Poetry

Prose

Line

Stanza

Rhythm, rhyme, alliteration, onomatopoeia

imagery

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Discussing a poem in collaborative groups, citing textual evidence to support ideas and comprehension of the meaning.
- Identifying elements of poetry that contribute to the sounds of language used through rhyme, rhythm, alliteration, onomatopoeia.
- Recognizing nonliteral, figurative language in a poem that creates visual imagery (simile, metaphor)
- Reading and rereading poems accurately, fluently, and with expression in a way that reflects a poet's feelings about the topic of the poem.